



California School Recognition Program

2002 DISTINGUISHED ELEMENTARY SCHOOL APPLICATION

**Additional program information is posted on the School Recognition Program web site
www.cde.ca.gov/oep/csrp**

INTENTION TO SUBMIT—This notification from schools will enable us to validate eligibility, marshal our resources based upon the anticipated number of applications, and screen potential competitors for unresolved legal compliance violations or discrimination complaints. Decisions regarding the eligibility of schools with unresolved compliance or complaint problems will be made by the California Department of Education (CDE) on a case-by-case basis.

The “*Intention to Submit*” document must be postmarked by Friday, November 16, 2001. It is preferred that the notifications be mailed because of the volume anticipated. However, if you prefer, your *Intention* may be faxed to (916) 657-4978. *To avoid duplicate submissions, when notifications are faxed, the California School Recognition Program (CSRP) Office does not need the original mailed.*

PAPER, SPACING AND FONTS—All responses must be printed on standard 8-1/2" by 11" *white paper*, single spaced, with 3/4" margins on right, left, top, and bottom. Use normal spacing between lines. Do not use compressed type and make sure that the font style is optimally readable and easily reproducible. Examples of acceptable print sizes are: 10-point New York, 12-point Times New Roman, 12-point Palatino, etc.

SEQUENCE AND PAGINATION—Paginate your submittal and number all pages consecutively as follows:

Cover page and directions to the school site	pp. 1-2
Section I, Background and Demographic Data (2000-01)	pp. 3-6
Section II, School Synopsis (a maximum of one page)	p. 7
Section III, Program Criteria: School Programs and Processes	
Part A, Collaborative Preparation of the Application	p. 8 (8a, if necessary)
Part B, Program Criteria: <i>School Programs and Processes</i>	
Questions 1-9 (a maximum of 13 pages)	pp. 9-21

SPACE LIMITATIONS—Space limitations for the narrative sections will be strictly enforced. Please confine Section II, *School Synopsis* to one page. If your school is selected as a Distinguished School, the *School Synopsis* will be provided to media upon request. The primary narrative responses, Section III, Part B, Program Criteria: *School Programs and Processes*, may not exceed thirteen (13) pages. If a full page is not used for one question, that space may be utilized for another question.

It is acceptable and common to include color graphics, photos, etc., in the narrative. However, if a school adds pages or other attachments beyond those allowed in the application instructions, the additional pages and/or attachments will be removed before the readers evaluate the application.

COPIES—Each school is required to provide eight copies of the entire Distinguished School Application (an original plus seven copies, each printed back-to-back). The original and copies must be stapled in the upper left hand corner and submitted without decorative covers or bindings.

COMPLETING THE APPLICATION

The application is designed to provide a description of your school's educational programs and the community that it serves. The presentation should accurately reflect the background and demographic data described in Section I of the application. Remember that the information will be validated during a site visit if your school is selected as a statewide nominee.

COVER PAGE—The cover page of the application must include the official name of your school as it would be announced to the media and engraved on your award plaque if it is selected as a Distinguished School. Current school and district mailing, phone and fax information is needed.

The 14-digit CDS code is the official county-district-school code by which your school is referenced in all state databases. The CDS code is available from your district office, or may be found in the *2001 California Public School Directory*.

Note that the cover page for the application requires the signatures of the principal and the district superintendent (or an authorized designee). These signatures certify that they have reviewed the content of the application and certify that it is accurate.

The names of your *State Assembly member* and *State Senator* are requested so that the CDE can notify them if you are selected as a Distinguished School. Most legislators provide additional recognition honors to the award winners in their districts. The CDE also informs U.S. Senators Dianne Feinstein and Barbara Boxer of the Distinguished School Award winners, and those offices also send congratulations.

SCHOOL DIRECTIONS—The application requests that you provide directions to your school to be used by the site visit review team members if your school is selected as a statewide nominee. The site visit team will be scheduled by your county office and will typically include county, CDE, district, and school educators from counties or school districts other than your own.

SECTION I

BACKGROUND AND DEMOGRAPHIC DATA—This section of the application is designed to provide the evaluator with accurate, up-to-date information about your school and the community it serves. This information includes geographic location (urban, rural, etc.), numbers of students, the ethnic composition of your student population, languages spoken; students receiving special services, student discipline; number of teachers, administrators, and classrooms; and school facilities. *Note that the application directs you to provide 2000-01 information, which may be different from your most recent CBEDS submission.*

This information will provide the reader with a comprehensive context in which to evaluate the narrative description of your school's learning environment and educational programs. The scoring rubric used for evaluating applications specifically refers readers to this demographic data in some questions. A school will not be "penalized" if there are no (or very few) English language learner students or other special needs students present. Clearly describe your situation for the evaluator so there are no misunderstandings.

SECTION II

SCHOOL SYNOPSIS—Provide a brief summary of the highlights of your school which will assist the evaluator by defining a context for the information presented in Section III, Part B, Program Criteria: *School Programs and Processes*.

COMPLETING THE APPLICATION

SECTION III: PART A

COLLABORATIVE PREPARATION OF THE APPLICATION—Principals are expected to invite a team of individuals which represents the entire school community—administrators, teachers, staff, family members, community members and organizations, business partners, and students to participate in the preparation of the application. Many of the questions will require reflection, research, discussion, and consensus among the team. Information about the development of the school narrative and who participated is required on page 8 and considered in scoring. If the school is selected as a statewide nominee, the school should be prepared to invite a representative sample of the people listed to be interviewed by the review team in order to validate the application.

SECTION III: PART B

PROGRAM CRITERIA—The overall framework of selection criteria for the School Recognition Program is contained in the application questions and the corresponding pages of the scoring rubric. Each page of the scoring rubric presents quality statements with which to judge one of the application questions in Section III. The application questions are repeated at the top of each corresponding scoring rubric page. The criteria are organized into nine categories.

SECTION III

1. *Vision and Standards*
2. *Student Assessment*
3. *Curriculum and Instructional Practices*
4. *Teacher Professionalism*
5. *Education Technology and Library Media Services*
6. *School Culture And Student Support Services*
7. *Students At-Risk and With Special Needs*
8. *Safe and Healthy School and Coordinated Services*
9. *Family Participation and Community Partnerships*

FORMAT—Each response must be numbered and the question restated for the reader. However, when restating the questions, *it is not necessary to include the italicized examples*, and a smaller font may be used. The prompts in italics that accompany the application questions are intended to guide responses. Pay special attention to any such italicized requests for information because evaluators will expect to find information directly related to these structured questions.

Applications will not be rejected for minor deviations from the prescribed format. However, if such deviations make the application more difficult to read, they may place the application at a disadvantage with the evaluators.

ELEMENTS OF A STRONG RESPONSE—The application should accurately describe your school and the community it serves, and reflect the school demographics described in Section I of the application. The information will be subject to validation during a site visit if the school is selected as a statewide nominee.

In order to receive a high score, it is very important to make sure that all parts of each question are answered (i.e., each area of the rubric addressed). Include specific examples to support your responses. Provide a vivid, illustrative example or description for the evaluator to “picture” what happens at the school, why, and who is involved, etc.—not generalized statements such as “we do that.” Restating the language in the rubric or including generalized statements will generate a rating of “two” on the four-point rubric.

The application questions consistently direct writers to “use school-specific examples and other evidence to support the description.” Such evidence may include, but is not limited to, statistics and other quantitative data; examples of how a program or activity operates; who does what; who was affected; anecdotes; quotes; citations; etc. Quantitative data always strengthens responses—“Last school year our volunteer logs document that over 60,000 hours were volunteered by families and community members. Volunteer activities included x, y, and z.” presents far more information than “There is a high level of parent involvement.”

COMPLETING THE APPLICATION

SECTION III: PART B (Continued)

CROSS REFERENCING—The school’s writing team will decide how much space to allocate to each response within the overall limitation of thirteen (13) pages. In order to make maximum use of limited space, do not repeat the same information for different questions. Because many of the questions are closely related as the issues are in the “real life” of a school, it is recommended that you cross-reference to conserve space and avoid repetition. However, you should address the question clearly before referring to additional information in related questions and specify its location for the evaluator. Many evaluators are unwilling to spend a substantial amount of time “searching” through an application for evidence not contained in a response or reference.

EDITING—A competitive application process, by nature, gives preference to a clear and concise writing style. It is strongly recommended that one person with superior writing skills edit the application, with input from representative groups within the school community. There must be schoolwide input, written by a collaborative group, but the final application should speak to the reader with a “single voice.”

The quality of the written presentation influences the reviewers’ assessment. Therefore it is important to designate a competent editor to assist with the final document. Preparation of Section III, Part A requests the names and titles of those who participated.

The principal is responsible for ensuring the accuracy and completeness of the final document. The principal should personally ensure that all nomination questions have been fully and accurately answered; that formatting of the nomination complies with the Technical Specifications, that photocopying has not resulted in missing or non-sequential pages, and that shipment of all eight (8) copies occurs according to the prescribed timeline.

SUBMITTING THE APPLICATION

The 2002 Distinguished School application must be received in the CDE by 5:00 PM on Wednesday, December 12. The application cannot be accepted by e-mail. We recommend that you send the application package by registered mail, UPS, Federal Express, or another method that allows the package to be tracked in the event it goes astray during the holiday mail season. The CSRP mailing address is listed below.

California Department of Education Policy and Evaluation Division California School Recognition Program 721 Capitol Mall—4th Floor Sacramento, CA 95814	Attention: Karen Heiner
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For schools that prefer to hand-carry their applications to the CDE, the security desk on the first floor of the Education Building at 721 Capitol Mall is accessible between the hours of 8:00 AM and 5:00 PM. A special bin will be designated for Distinguished School Application drop-off the week of December 3rd through December 12, or you are welcome to visit the CSRP office on the fourth floor of the Education building. Directions and suggestions for parking are posted on the CSRP web site at www.cde.ca.gov/oep/csrp.

PRELIMINARY REVIEW AND CONFIRMATION OF APPLICATIONS

Applications will be screened for completeness by the School Recognition Program staff. If covers, attachments, or additional pages of narrative are added beyond those specified, the additional pages and/or attachments will be removed before the evaluators read the application.

You will be notified by the CSRP office only if additional information is needed or the format is unacceptable. If the application is incomplete or the format unacceptable, the CDE will request that you provide additional information. ***Therefore, it is extremely important that you designate a contact person during the holiday break and provide an alternate telephone number so the CDE can resolve any problems in the application.***



CALIFORNIA SCHOOL RECOGNITION PROGRAM

2002 DISTINGUISHED ELEMENTARY SCHOOL APPLICATION

Check Applicable Boxes:

- ☐ Previously honored as a California Distinguished School? Year(s) _____
- ☐ Previously honored as a National Blue Ribbon School? Year(s) _____

Official School Name: _____
(If your school receives an award, this name will be used for the news release and the engraved award plaque.)

County _____

District _____

Principal _____

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County/District/School Code (14 digits)
(Refer to a 2001 California Public School Directory)

School Mailing Address _____

City _____

Zip _____

() _____
Telephone Number Ext. _____

Website (URL) _____

() _____
Fax Number ☐ School ☐ District _____

E-mail _____

Designate contact person with telephone number for winter break: _____

I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate.

Principal's Signature _____

Date _____

District Superintendent _____

() _____

Telephone Number _____

District Mailing Address _____

City _____

Zip _____

I have reviewed the information contained in this application and, to the best of my knowledge, it is accurate.

District Superintendent's Signature or Authorized Designee _____

Date _____

List the names of your school's California *state* legislative representatives:

State Senator: _____ State Assembly Member: _____

DIRECTIONS TO YOUR SCHOOL

If your school is selected to receive a site visit, the review team members will need directions to your school.

County: _____ District: _____

School: _____

Street Address: _____

City: _____ Zip: _____

Principal: _____ Work Telephone: (____) _____

Name and location of the closest airport: _____

Identify major freeway access: _____

In the space provided below, please provide detailed directions indicating the surface streets that lead to your school.

SECTION I. BACKGROUND AND DEMOGRAPHIC DATA (2000-01)

DISTRICT

1. Total number of students (Pre-K–12)* enrolled in the district: _____
2. Number of schools in the district:
_____ District-sponsored pre-K sites
_____ Elementary schools
_____ District-sponsored after school sites
_____ Middle schools
_____ High schools (comprehensive and continuation)
_____ Charter schools
_____ Total

SCHOOL

3. Category that best describes the area where your school is located:
☐ Urban or large central city ☐ Suburban with characteristics typical of an urban school ☐ ☐ Suburban
☐ Small city or town in a rural area ☐ Rural
4. When was the school built? _____
Date(s) of any major renovation or improvements. _____
Briefly describe the nature of the renovation/improvements(s) if applicable.
5. Is your school a Charter School? ☐ ☐ Yes ☐ No
6. Number of years the principal has been in her/his position at this school? _____
If less than three years, how long was the previous principal at this school? _____

* Include pre-Kindergartners only if your school and/or district operates preschool or child development programs.

SECTION I. BACKGROUND AND DEMOGRAPHIC DATA (2000-01)

7. Number of students enrolled at each grade level or its equivalent in your school:

Pre-K _____ K _____ 1st _____ 2nd _____ 3rd _____
4th _____ 5th _____ 6th _____ 7th _____ 8th _____
Total _____

8. Racial/ethnic composition of the students in your school as reported on the October 2000 CBEDS Report:

_____ % African American, not Hispanic _____ % Hispanic or Latino
_____ % American Indian or Alaskan Native _____ % Pacific Islander
_____ % Asian _____ % White, not Hispanic
_____ % Filipino _____ % Other, multiple or no response
Total number of students _____

9. Please indicate the languages spoken and number of EL and FEP students for each as reported on the most recent Form R-30LC (Language Census).

<u>Primary Language</u>	<u># of Students</u>	<u>Primary Language</u>	<u># of Students</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(Attach an additional page if necessary and label 4a)

10. Students identified for special education services: _____ %
_____ Number Served

If there are Special Education students (with or without IEP's) who attend your school from other areas within the district or county, your Special Education students are served at another site, or any other special circumstances, attach an additional page (4a) that provides a brief explanation. Include reference to this issue in your response to Question 7, *Support for Student Learning: Students At-Risk And With Special Needs*.

SECTION I. BACKGROUND AND DEMOGRAPHIC DATA (2000-01)

11. Is your school a magnet school? ☐ Yes ☐ No

If yes, indicate the percent of your school's student population coming from outside the school's traditional attendance area. _____ %

Please provide a brief description.

12. Student Discipline Information:

Number of students suspended or expelled last year_____.

Definition of an offense serious enough to warrant suspension or expulsion.

13. Is your school a multi-track or year-round school? _____

14. Indicate the number of full-time and part-time staff members in each of the categories below.

	<u>Full-time Staff</u>	<u>Part-time Staff & # of days per week</u>
Administrator(s)	_____	_____
Classroom teachers (Credentialed)	_____	_____
Classroom teachers (Waivers)	_____	_____
Classroom teachers (permit for pre-K)	_____	_____
Counselors	_____	_____
Credentialed librarian	_____	_____
Technology/media technicians	_____	_____
Nurse	_____	_____
Psychologist	_____	_____
Paraprofessionals (Classroom aides, other health care staff, etc.)	_____	_____
Resource teachers/specialists	_____	_____
Support staff (security, yard duty, maintenance, cooks, and other classified employees)	_____	_____
Total number	_____	_____

SECTION I. BACKGROUND AND DEMOGRAPHIC DATA (2000-01)

15. Indicate the number of classrooms that a site visit team would observe if your school is selected as a nominee:

Regular _____ Special Day Classes _____ Computer Labs _____ Science Labs _____
Identify Others _____ Total _____

16. If your school is a K-8 school, how many 8th grade students are receiving instruction in algebra? _____

SECTION II: SCHOOL SYNOPSIS

Please provide a brief, colorful description of your school. If your school is selected for honors, your *School Synopsis* will be made available to the press. The evaluators will not rate the summary statement, but it will provide them with important background information for understanding your school. Limit your summary to one (1) page. Include the school name centered above your summary as well as the principal's name and telephone number in the upper right-hand corner of the page.

Highlight the main topics in Section III, Part B. Summarize your strengths and accomplishments focusing on what makes your school a unique and successful place. Omit testimonials about how much you deserve the award. Use space wisely, as you would for a news release.

SECTION III. PROGRAM CRITERIA: SCHOOL PROGRAMS AND PROCESSES

PART A. COLLABORATIVE PREPARATION OF THE APPLICATION

Representatives of all relevant stakeholder groups (including administrators, teachers, other school staff, students, families, business partners, and community representatives) should be involved in the preparation of the application. Include the individuals and their titles that were involved in preparation of the application, listing the primary author/editor first. If necessary, add an additional page numbered “8a.”

Name	Position/Title

Note: If your school is selected to receive a site visit, the review team will expect some of these school community members to participate in site visit interviews and to be familiar with the contents of the application.

SECTION III. PROGRAM CRITERIA: SCHOOL PROGRAMS AND PROCESSES

PART B. PROGRAM CRITERIA

Limit your **total response** for the main narrative section, questions 1-9, to **thirteen (13) pages**. Space not used for one question may be used for others. Please refer to the formatting instructions for additional technical specifications. Make sure that your description is an accurate portrayal that can be validated in a site visit if your school is selected as a statewide nominee.

In all of the following sections, *school community* is meant to include *administrators, teachers, other school staff, family members, business partners, community members, and where appropriate, students*. Writers should be able to discuss those groups when responding to questions that ask about *school community*. Application evaluators will expect to see them mentioned.

STANDARDS, ASSESSMENT AND ACCOUNTABILITY

Vision and Standards

1. Describe the process used by your school community for developing a common vision of what students should know and be able to do upon leaving elementary school. Indicate the roles played by members of your school community. Describe how the school and district are implementing state standards. Describe how the school and district evaluate assessment data to adjust the school's improvement plan. Describe how results are communicated to the community. *Statewide measures include the Academic Performance Index (API), the Standardized Testing and Reporting (STAR) system (Stanford 9, California Standards Tests), the California English Language Development Test (CELDT), and the Golden State Examination (GSE).*

Student Assessment

2. Describe how local, school, and classroom assessment information are linked to statewide assessment in order to improve student performance and to ensure progress toward schoolwide improvement. Describe how the school is able to monitor and report students' learning of standards, both schoolwide and for individual students. Discuss how teachers use assessment information to modify curriculum and instruction. Provide examples of assessment in English/language arts (E/LA) **and** mathematics, including but not limited to analysis of student work, writing samples, district-developed assessments, criterion-referenced assessments, etc. Provide examples of opportunities students have to evaluate their work against the standards. Describe how families are informed about their students' efforts in achieving standards.

SECTION III. PROGRAM CRITERIA: SCHOOL PROGRAMS AND PROCESSES

TEACHING AND LEARNING

Curriculum and Instructional Practices

3. Describe how the school provides a balanced, comprehensive and standards-aligned curriculum in all subject areas that is articulated across grade levels, articulated with Pre-Kindergarten (Pre-K) and middle school. Describe your standards-based English/language arts (E/LA) and mathematics curriculum. Discuss how the school works with local entities to address Pre-K student school readiness issues. Describe how all students are provided with challenging learning experiences. Describe standards-based curriculum development and the selection of instructional materials in the school. *Note: This section will be weighted two-fold in the application scoring process.*

Teacher Professionalism

4. Discuss how professional development prepares teachers, administrators and other staff to help students achieve standards, particularly in English/language arts (E/LA) and mathematics. Describe how the professional development programs are selected and evaluated. Discuss the processes that support teacher professionalism. Discuss how new teachers are selected and supported. Describe the opportunities that are available for teachers to collaborate, broaden their knowledge, participate in decision making and share information with teachers from other grade levels, Pre-K, and middle school. Discuss professional development provided for other school personnel. *Professional development activities should reflect awareness of Designs for Learning, the California Standards for the Quality and Effectiveness of Beginning Teacher Support and Assessment Programs, Elementary Makes the Grade!, and First Class. Discussion may also include, but is not limited to, leadership academies; subject matter projects; networks and consortia; professional organizations; the Bilingual Teacher Training Program; teacher education institutes; and peer assistance and review.*

Education Technology And Library Media Services

5. Describe the library media services that support teaching and learning. Describe your plan for technology use at the school site and the ongoing process of integrating technology into the total school program. Include accommodations to ensure appropriate technical assistance for staff and students. Discuss how professional development needs of staff are met, both in terms of enhancing technology skills and in integration of technology into the curriculum. Describe how students, teachers, library media teachers, and other support staff are provided with information and learning resources. Include examples of library and technology usage data (e.g., the number of computers, frequency of usage, population of users, use of the internet, book circulation, etc.) Describe the extent of electronic networking infrastructure throughout the site and beyond.

SUPPORT FOR STUDENT LEARNING

School Culture And Student Support Services

6. Describe the culture of your school and how it enables all students to be successful in achieving standards. Describe how your school supports the developmental characteristics of young people. Discuss how the school culture promotes positive character traits and good citizenship, and develops student awareness of the connection between school and careers. Describe how your school's learning support system provides comprehensive student support services.

SECTION III. PROGRAM CRITERIA: SCHOOL PROGRAMS AND PROCESSES

SUPPORT FOR STUDENT LEARNING

Students At-Risk And With Special Needs

7. Discuss the identification and assessment process of students at-risk and with special needs at your school. Describe the programs and strategies used by the school to ensure access to and success in the regular curriculum. Discuss the programs and strategies used by the school to assist English language learners (ELs). Describe support for school staff to assist students with disabilities to achieve individualized education plan (IEP) goals, progress in the regular curriculum, and be educated with non-disabled students. Describe the extended learning activities. *Students at-risk and with special needs include but are not limited to gifted and talented students; English language learners; students from culturally and ethnically diverse families; students not achieving their identified learning potential; students with attendance problems, discipline problems, family-related issues, health-related issues, and nutrition-related issues; students with mobility/ transfer issues; and students receiving special education services.*

Safe and Healthy School and Coordinated Services

8. Describe how your school ensures a safe and secure learning environment and supports student health. Discuss how a coordinated services approach supports the physical, mental, and social/emotional health of students. Describe school programs and community partnerships that promote healthy student behaviors and keep the school free from drugs, alcohol, tobacco, crime and violence. Discuss how the school's physical environment provides an exemplary learning environment.

FAMILY PARTICIPATION AND COMMUNITY PARTNERSHIPS

9. Describe the strategies used by your school to engage its families and community. Describe how members of the school community work together to support student learning, and how families are assisted to be collaborative partners in the education of their children. Describe how the school communicates with families and encourages communication from them, including those who are not fluent in English. Describe school/ community partnerships and how they support and expand student learning and strengthen the curriculum. If the community is culturally diverse, discuss how this diversity is acknowledged and honored.